

# How America Fights: War and Society since 1898 (3 credit hours)

HY 328, Spring 2020

Mon./Weds. 2:00-3:15 (ten Hoor 113)

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Office Hours: Mon. 10:00 – 12:00/ ten Hoor 233 / 348-1864

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## COURSE DESCRIPTION

This course will engage students in the study of war and American society since 1898. It is not a class about military strategy or foreign policy. Rather, we will survey the radiating impact of armed conflict and military service on individuals, communities, culture, and politics. And in the other direction, we will examine the ways fundamental features of American society (race, gender, class, citizenship, sexual orientation) influence the country's military experience.

To give shape to such a vast subject, we will organize our inquiry around three questions: How do Americans *mobilize* for, *fight*, and *remember* their wars? Together those dimensions describe a society in the throes of **militarization** and perhaps **militarism** and/or **anti-militarism**. We will explore the difference between these ideas and assess which of them, if any, characterizes the United States in this period. These questions and terms will guide our main effort: to scrutinize the ways America's experience with armed conflict has reflected and shaped broader truths about society in the past century.

## STUDENT LEARNING OUTCOMES

Students completing HY 328 will be able to:

1. Identify key individuals, events, turning points, and patterns in the area of American war and society since 1898.
2. Evaluate and interpret primary sources and draw historical insights from them.
3. Support those insights/arguments with coherent, sequential statements based on primary and secondary sources.
4. Communicate arguments clearly both verbally and in writing.
5. Draw connections between past and current events, ideas, and institutions.

## COURSE MATERIALS

Smith, Coffey, and Longley, *In Harm's Way: A History of the American Military Experience* (2020)

William March, *Company K* (1933)

Tobias Wolff, *In Pharaoh's Army* (1994)

Phil Klay, *Redeployment* (2014)

## COURSE FORMAT

This course will meet twice a week, and both sessions will blend interactive lectures with multimedia presentations and discussion. Our textbook, *In Harm's Way*, is a survey of American military history that will help us understand why the United States fought wars and their relationship with broader patterns in society, culture, and politics.

Lectures will be your main source for America's experience with war and the ways it has reflected and shaped broader truths about society. As such, lecture material should come into play in your out-of-class essays and all parts of your midterm and final exams.

## COURSE REQUIREMENTS

You are expected to attend *all* class meetings, read all assigned texts, and be prepared to discuss them. Grades will be determined as follows:

Essays (40%) – **750-1000 words each; please observe these limits!**

All four essays in the class will address the same question:

**What was the most dramatic way war affected the individuals in the book [March, Wolff, or Klay]? How did that impact reflect or connect with the particular war that inspired the book? Use *In Harm's Way* and lectures to provide context for the war and the consequence you're exploring. Use the book in question for evidence to support your argument.**

For the very first essay, the individual(s) in your essay should be *your own family or friends or acquaintances*. All other elements of the regular essay question apply.

Exams (40%)

There will be midterm and final exams. The midterm will consist entirely of **triads**, exercises that ask you to group terms into threes and connect in a short essay. Every lecture will include **triad terms** (which I will identify and discuss) and they will often appear as well in our textbook, *In Harm's Way*.

On the exams, you'll be given a large list of triad terms and be asked to cluster them into **triads** and write short essays that identify them, connect them, and explore their significance as a group. **There are no single correct answers.** Rather, you will be assessed by how well you identify the terms, how logically you group them, and how clearly you explain their importance as a trio to broader course themes.

The final exam will have two parts: the first part will be identical to the midterm, but will engage **triad terms** covered in the course *since the midterm exam*. The second part of the final exam will consist of an essay question:

***Final Exam Essay Question: Since 1898, has America been a militaristic country? Militarized? Antimilitaristic? Some combination? None of the above? There are many possibilities here and no single correct answer. Good essays will advance a clear argument and incorporate abundant evidence from course materials.***

Students should turn in 2 exam books the first week of classes, and cannot take the exams without doing so.

#### Attendance/Participation (20%)

You are expected to attend all class meetings and participate regularly in class. I will pass around a sign-in sheet every day and also build participatory elements into every class. The combination of your attendance record and the quality/consistency of your class participation will determine this 20% of your course grade. If you have a medical condition or other documented circumstance that causes you to miss class, we'll handle those situations individually.

### **GRADING SCALE**

A+: 100-97; A: 96-94; A-: 93-90; B+: 89-87; B: 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-: 73-70; D+: 69-67; D: 66-64; D-: 63-60; F: 59-0

### **COURSE EVALUATION**

Four Essays (750-1000 words <u>each</u> )	40%
Midterm Exam	15%
Final Exam	25%
Attendance/Participation	20%

### **POLICIES ON LATE ASSIGNMENTS**

In the absence of legitimate excuses, late papers and exams will lose 10 points if handed in or taken within a week of the original date, 15 points if done between a week and two weeks late, 20 points if done between two and three weeks late, and 25 points if done between three and four weeks late. **Assignments may not be made up beyond four weeks.**

### **ELASTICITY CLAUSE**

The instructor will make every effort to follow the guidelines of this syllabus as listed. But the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

## **EMERGENCY CONTACT INFORMATION**

UA's primary communication tool for sending out information is through its web site at [www.ua.edu](http://www.ua.edu). In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.

## **SEVERE WEATHER GUIDELINES**

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life-saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

**The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:**

- \* Weather advisory posted on the UA homepage
- \* Weather advisory sent out through UA Alerts to faculty, staff and students
- \* Weather advisory broadcast over WVUA at 90.7 FM
- \* Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- \* Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvua23.com/weather>.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

## **POLICY ON ACADEMIC MISCONDUCT**

For the Academic Misconduct Policy, see <https://provost.ua.edu/wp-content/uploads/sites/11/2019/08/Academic-Misconduct-Disciplinary-Policy-Revised-Dec-4-2018-Aug-2019-accessible-8-16-19.pdf>

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

## **DISABILITY STATEMENT**

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 1000 Houser Hall to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 1000 Houser Hall, before receiving academic adjustments.

## **UAct: ETHICAL COMMUNITY STATEMENT**

“The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.”

## **PREGNANT STUDENT ACCOMMODATIONS**

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this, please review the University’s FAQ on the UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)).

## **RELIGIOUS OBSERVANCES**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention

to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course See full guidelines at [http://provost.ua.edu/uploads/3/9/7/6/39760652/oa\\_guidelines\\_for\\_religious\\_holiday\\_observance.pdf](http://provost.ua.edu/uploads/3/9/7/6/39760652/oa_guidelines_for_religious_holiday_observance.pdf).

### **LAPTOPS**

There are no laptops allowed in class unless you require them to take notes. Please see the instructor for special permission to use laptops.

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**CLASS SCHEDULE BEGINS ON NEXT PAGE**

CLASS SCHEDULE

Jan. 8: **Mobilize, Fight, Remember (Lecture 1)**

Reading: *In Harm's Way*, chapters 7 and 8.

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Jan. 13: **War and Society before 1898 (2)**

Reading: *In Harm's Way*, chapter 9.

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Jan. 15: **1898 and the Extension of Empire (3)** [PERSONAL PAPER DUE]

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Jan. 20: **NO CLASS – MLK HOLIDAY**

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Jan. 22: **Professionalization and Preparedness (4)**

Reading: *In Harm's Way*, chapter 10.

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Jan. 27: **Mobilizing for a Great War (5)**

Reading: *In Harm's Way*, chapter 11, and begin March, *Company K*.

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Jan. 29: **Fighting a Great War (6)**

Reading: continue March, *Company K*.

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Feb. 3: **The Great War's Discontents (7)** [COMPANY K PAPER DUE]

Reading: finish March, *Company K*.

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Feb. 5: **Remembering the Great War (8)**

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Feb. 10: **The Military at Rest (9)**

Reading: *In Harm's Way*, chapter 12.

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Feb. 12: **Mobilizing for a Good War (10)**

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Feb. 17: **Fighting a Good War (11)**

Reading: *In Harm's Way*, chapter 13.

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Feb. 19: **The Good War's Discontents (12)**

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Feb. 24: **Remembering the Good War (13)**

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Feb. 26: **MIDTERM EXAM**

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Mar. 2: **Cold War, Hot War (14)**

Reading: *In Harm's Way*, chapter 14.

Mar. 4: **Remembering the Forgotten War (15)**

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Mar. 9: **Civil Rights in Cold War America (16)**

Reading: *In Harm's Way*, chapter 15.

Mar. 11: **Atom Bombs, Rocket Ships, and Highways (17)**

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Mar. 23: **Mobilizing for the Vietnam War (18)**

Reading: begin Wolff, *In Pharaoh's Army*.

Mar. 25: **Fighting the Vietnam War (19)**

Reading: continue Wolff, *In Pharaoh's Army*.

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Mar. 30: **The Vietnam War's Discontents (20)** [IN PHARAOH'S ARMY PAPER DUE]

Reading: finish Wolff, *In Pharaoh's Army*.

Apr. 1: **Remembering the Vietnam War (21)**

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Apr. 6: **The All-Volunteer Era (22)**

Reading: *In Harm's Way*, chapter 16.

Apr. 8: **Reagan and Remilitarization (23)**

Reading: begin Klay, *Redeployment*.

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Apr. 13: **The Gulf War and the 1990s (24)**

Reading: continue Klay, *Redeployment*.

Apr. 15: **The War on Terror (25)** [REDEPLOYMENT PAPER DUE]

Reading: finish Klay, *Redeployment*.

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Apr. 20: **Endless War? (26)**

Apr. 22: **Memorial Nation (27)**

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Weds., Apr. 29: **FINAL EXAM** (3:30 – 6:00 pm)